

The study of value orientations among first-year students

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Abstract. For the purpose of theoretical and empirical study of the value orientations of students, the psychological and pedagogical literature on the topic of the article was analyzed, and it was found that scientists understand value orientations as one of the most important elements of the personality structure, an integral part of human life experience, they determine the significant and insignificant, essential and unessential for specific individual. The empirical study was conducted in three stages: search and preparatory, experimental, control and generalizing, 87 first-year students of the Faculty of Psychology participated in it. Two methods were used: "Value orientations" by M. Rokich and "Diagnostics of the real structure of value orientations of personality" by S. S. Bubnov. According to the results obtained by the method of "Value orientations" by M. Rokich, values such as "health" and "honesty" are the most significant for the subjects – 70 %; "public recognition", "courage in defending one's opinion" and "love" – 67 %, "financially secure life" – 60 %; "productive life", "self-confidence", "entertainment" and "self-control" – 57 %; "cognition", "beauty of nature and art" and "responsibility" – 50 %. The last places are occupied by "intransigence to shortcomings in oneself and others" – 80 %, "high demands" – 73 %. According to the results of the methodology "Diagnostics of the real structure of value orientations of personality" by Bubnov S. S. the leading value orientations for students are such values as "pleasant pastime, rest" – 60 % (18 people), "help, mercy to other people" – 57 %, "health" – 50 %. The list of values with an average level of significance included "love" – 67 %; "pleasant pastime, rest" and "communication" – 60 %; "social activity to achieve positive changes in society" and "high social status" – 50 %. Thus, a large part of students consider such values as "love" – 67 % and "financially secure life" – 60 % as significant. The data obtained made it possible to draw up the necessary methodological recommendations for students and teachers on the development of value orientations.

Keywords: values, value orientations, first-year students, development, methodological recommendations

1 Introduction

At student age, the determination of life prospects, the process of forming a world outlook, designing areas of activity are dynamic, which contributes to the intensive development of basic professional and life values [1]. On the other hand, the formed system of value orientations has a comprehensive impact on the further activities of students [2].

Value orientations are a complex and multifaceted psychological phenomenon [3]. It is for this reason that scientists have not formed a unified view on the problem of values. In the existing value theories and definitions, values are considered as: the orientation of personality (S.L. Rubinstein); meanings, significance (V. Frankl, A.N. Leontiev); needs, motives (A. Maslow); attitudes, beliefs of the individual (A.G. Zdravomyslov, V.A. Yadov, M. Rokich); an attitude of the individual to values (S.S. Bubnov, I.A. Surina).

The concept of personality by V. Frankl presents a slightly different approach to considering values. The author distinguishes three groups of values: creative values; experiential values; attitudinal values [4]. Frankl

believed that the development of personality occurs through the desire to find the meaning of life and its realization. According to the author, it is precisely three groups of values (creative, experiential, attitudinal) that make up the three pillars of the way to meaning.

According to D.A. Leont'ev, values exist in three forms: values as social ideals; values as objective embodiment of ideals in the activity or in the products of the activity of individuals; values as special motivational structures of the individual, which are the motivating force for the individual to directly embody in the behavior and activities of the ideals characteristic of society [5].

A. Maslow distinguishes two groups of values: the highest – b-values (values of being), values of people striving for self-actualization. Such values include justice, uniqueness, self-sufficiency, etc.; the lowest values are d-values (deficient). This value group is aimed at satisfying needs that have remained unsatisfied or frustrated [6]. A. Maslow believes that in order for a person to be a mentally healthy and self-actualized person, his needs must be met. In his concept of values, the author does not share such concepts as "needs",

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“values”, “motives”, and concludes that satisfaction of a need is a value.

Value orientations, in contrast to values, always belong to a specific individual who has chosen the most significant for him from the values of society. That is, social values in the process of internalization pass into the personal structure of the individual and subsequently depend little on any external situational factors [7].

The value orientations of a person are influenced by internal (the level of development of psychological mechanisms) and external (social relations, socio-political structure of society, material and spiritual values) factors. Consequently, value orientations act as one of the main drivers of personality development, express conscious attitude of people to social reality, and in this aspect, determine the broad motivation of their behavior and have a significant impact on all aspects of their life [9]. In this regard, the development of value orientations is closely related to the development of personality orientation [10]).

The values of the younger generation diverge in two directions. In the first direction, the fundamental principles are moral principles, the principles of humanism and philanthropy, moral values, i.e., the spiritual sphere prevails over material needs. The second direction of values is aimed at the development of individual abilities, the expression of personality, aspirations to be the first and, as a rule, the vast majority of values in this direction are material, not spiritual. This direction of life orientations has been rapidly developing in recent years, covering an increasing number of students [11]. Value orientations at the student age represent a mechanism of personal growth and self-development, which is developing in nature and represents a dynamic system [7]. A significant feature of students is also the intense search for the meaning of life, the desire for new ideas and progressive transformations in society [12]). For students, the years of study are one of the most important periods of their life [13]. This is the time of education, acquiring professional qualifications, the stage of coordinating their desires, capabilities, orientations with the conditions and requirements of society [14].

The values that influence life attitudes of students turn into the main guideline of behavior, worldview, communication, interaction, are the personal attitude to certain values of the material and spiritual culture of society [15].

2 Problem Statement

There is a wide variety of approaches to the study of value orientations, leading to the terminological uncertainty to the concept of “value orientations”. At the same time, referring to the definition of the “value orientations” concept by M. Rokich, A.G. Zdravomyslov and V. A. Yadov, it can be concluded that value orientations are an important part of the personality structure of students, which characterizes the attitude to various values, its motivation and behavior.

3 Research Questions

Identification of value orientations among first-year students of the Faculty of Psychology of a pedagogical university and drawing up recommendations for their psychological and pedagogical correction:

- The study of values as attitudes, beliefs of the individual
- The study of the attitude of the individual to values

4 Purpose of the Study

To conduct a theoretical and empirical study of value orientations among first-year students of the Faculty of Psychology of a pedagogical university.

5 Research Methods

In this empirical research, we study values as attitudes, beliefs of a person (A.G. Zdravomyslov, V.A. Yadov, M. Rokich) and as an attitude of a person to values (S.S. Bubnov, I.A. Surina).

The study of the value orientations of students was conducted in 3 stages: search and preparatory, experimental, control and generalizing.

At the search and preparatory stage, a theoretical analysis of the psychological and pedagogical literature on the research topic was carried out. The problem of research was formulated and substantiated, the relevance of the chosen topic was revealed. In the process of studying the research topic, goals and objectives were set and the subject and object of research were determined. The methods are selected taking into account the age characteristics of students.

During the experimental stage, an ascertaining experiment was conducted. The methods used [16]: “Value orientations” by M. Rokich and “Diagnostics of the real structure of value orientations of personality” by S.S. Bubnov.

The control and generalizing stage included the analysis, generalization, systematization of the results obtained, the formulation of conclusions, as well as the compilation of psychological and pedagogical recommendations to teachers and students.

The study was conducted with the 1st year students of the Faculty of Psychology, in the number of 30 people, aged from 18 to 20 years. This group was chosen due to the fact that the 1st course is the initial link, the period of most intensive personality formation of students and the formation of professional values.

The absolute majority of the group are girls – 28 people, the number of boys – 2 people. This is probably due to the fact that young men show less inclination to study the psychological sciences, they are more interested in technical sciences.

The overall performance is good, while there are no clearly lagging behind students. For the majority of students in the group, learning activity is the main one at this stage of their life. Common interests in educational activities unite students, groupmates actively interact

with each other, show solidarity. The students showed respect towards the psychologist.

There are several most active members of the group including boys, they cooperate with the teaching staff, participate in solving various organizational issues, and help groupmates.

Discipline and responsibility are noticeable in the group. In the course of the study, there is a high cognitive activity and enthusiasm, students did not hesitate to ask questions.

In the process of diagnostics, students actively interacted with psychologists, showed interest in the study.

6 Findings

The results of the ranking by the students of the list of terminal values obtained by the method of M. Rokich are shown in Fig. 1.

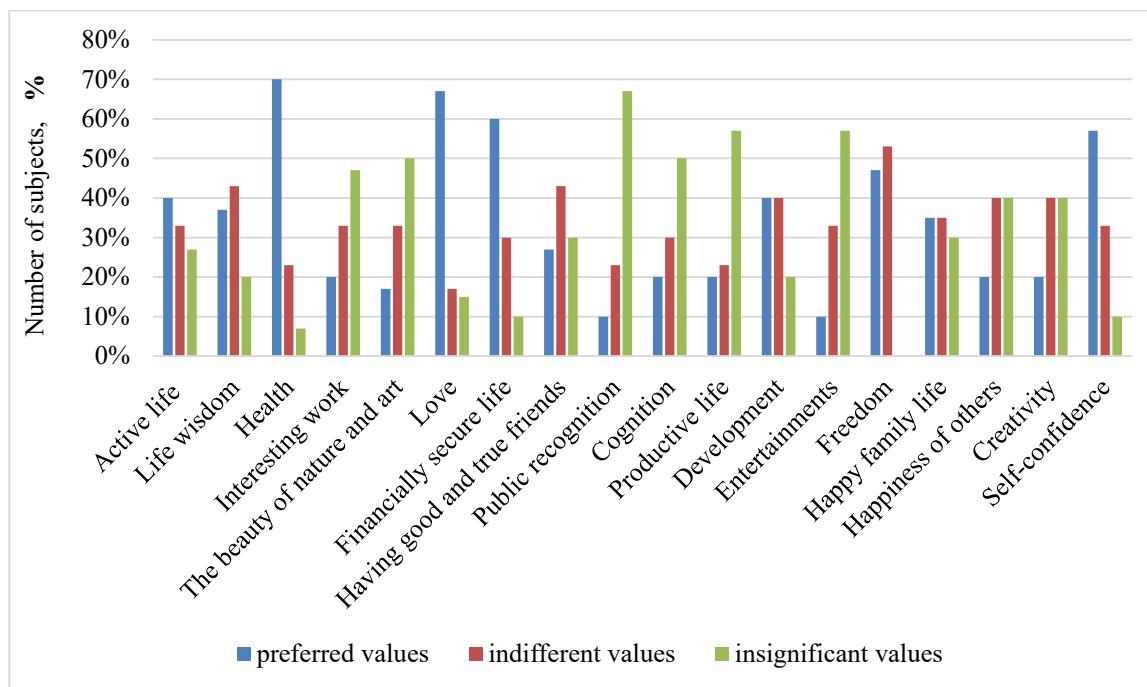


Fig. 1. The results of the study of the level of terminal values expression according to the method by M. Rokich.

Based on the results of the ranking of terminal values by the students, it can be concluded that the most significant – 50 % and more, for the subjects are such values as “health” – 70 % (21 people), “love” – 67 % (20 people), “financially secure life” – 60 % (18 people) and “self-confidence” – 57 % (17 people).

The following values occupy the last places in the presented hierarchy – more than 50 %: “public recognition” – 67 % (20 people), “productive life” – 57 % (17 people), “entertainment” – 57 % (17 people), “cognition” – 50 % (15 people) and “the beauty of nature and art” – 50 % (15 people).

The subjects put in the first place those values that are associated with them personally.

The lack of preference for values associated with the meaning of activity, harmony with the surrounding world, improvement, and creativity can be explained by the age characteristics of students, or it can be assumed that there are no emotional and physical forces for a productive life, entertainment, knowledge, and beauty of nature and art, since student life is more regulated and pragmatic.

In our opinion, a favorable diagnostic indicator is that the majority of students value health above materially secure life and put it in the first place, while entertainment is an insignificant value for them.

The results of the ranking of the instrumental values list by the students are shown in Fig. 2.

Analysis of the results showed that in the first place are such values as “honesty” – 70 % (21 people), “courage in defending one's opinion” – 67 % (20 people), “self-control” – 57 % (17 people), “responsibility” – 50 % (15 people).

Low significance is characterized by a focus on values: “intransigence to shortcomings in oneself and others” – 80 % (24 people), “high demands” – 73 % (22 people).

The observed ranking of instrumental values suggests that students do not make high demands on life and on the people around them, forgive themselves for mistakes and do not pay attention to the shortcomings of other people. This indicates the development of tolerance towards other people. Tolerance is a mandatory personality trait of a student of the Faculty of Psychology. In psychological work, condescension to various non-standard manifestations of behavior, appearance, and way of thinking is very important. This position of the subjects is confirmed by the average significance of such values as “tolerance for the views and opinions of others”, “open-mindedness”, “sensitivity”, “education”.

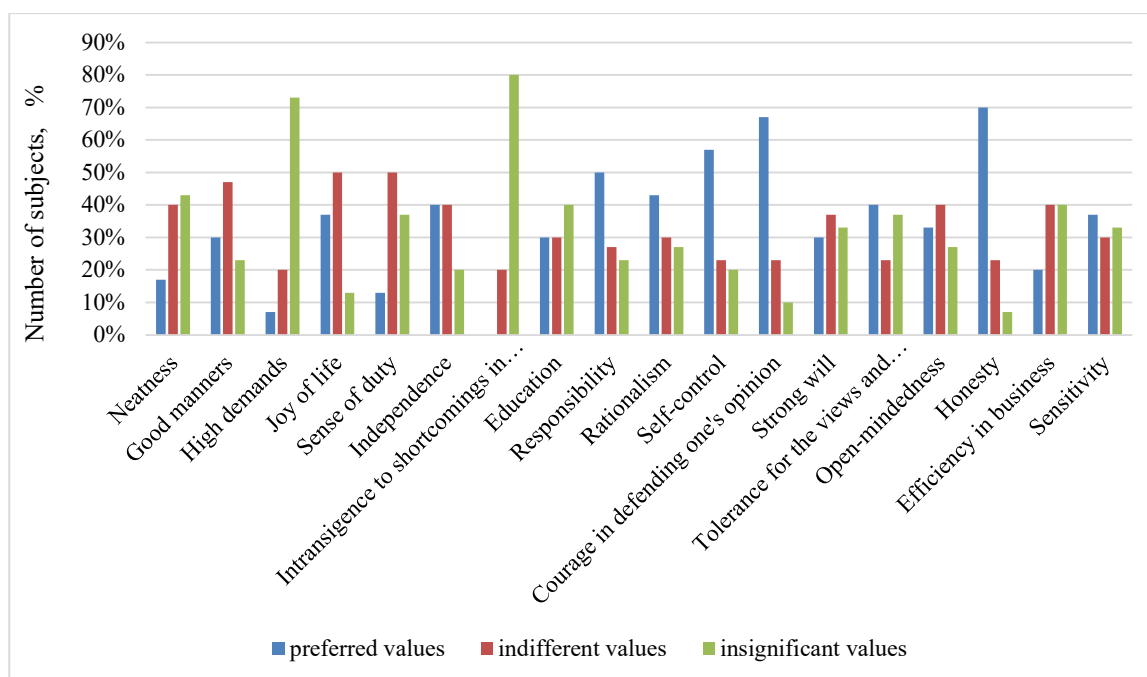


Fig. 2. The results of the study of the level of instrumental values expression according to the method by M. Rokich.

Honesty, courage in defending one's opinion, self-control, responsibility are also significant values for students [4]. In the ethical standards of the profession, honesty is prescribed as a necessary quality of a psychological worker, this is one of the conditions for trust in him among the client and colleagues.

The preference of these values is an important indicator in the formation of professional orientation.

According to the method “Diagnostics of the real structure of value orientations of the individual” (Bubnov S.S.), the results are presented in Fi. 3.

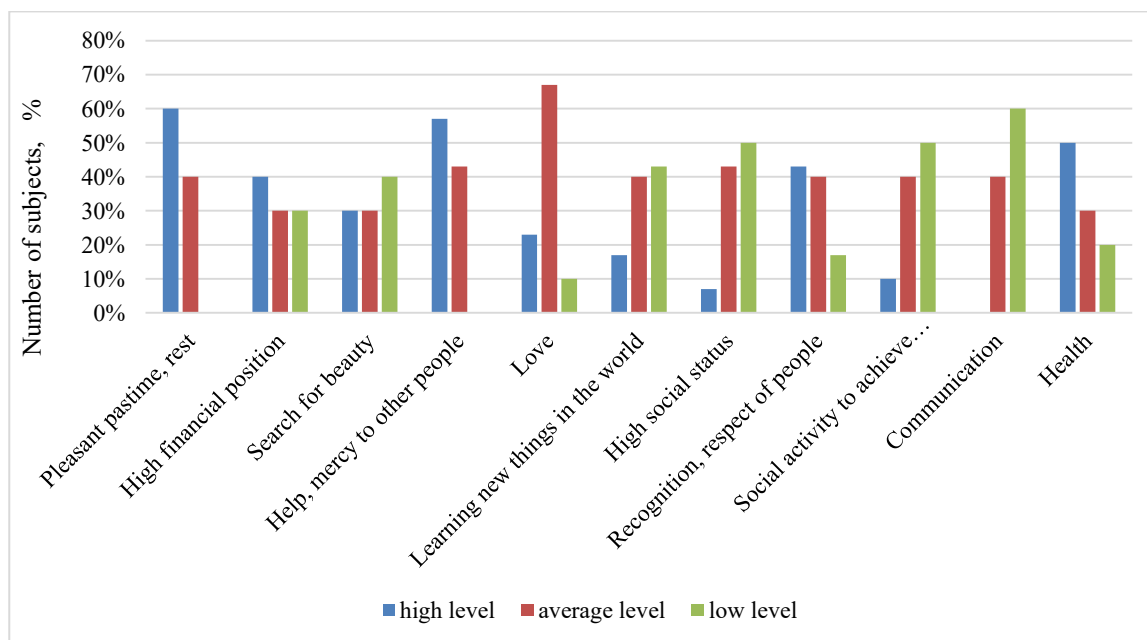


Fig. 3. Results of the study of the level of value orientations expression according to the method by S.S. Bubnov.

Analyzing the indicators for each value of first-year students, such leading value orientations were identified as “pleasant pastime, rest” – 60 % (18 people), “help, mercy to other people” – 57 % (17 people), “health” – 50 % (15 people).

The values with an average level of significance included the following types: “love” – 67 % (20 people).

Less significant values in this sample of subjects are: “communication” – 60 % (18 people), “social activity to achieve positive changes in society” – 50 % (15 people), “high social status” – 50 % (15 people).

It has also been revealed both now and earlier [17] that most of the subjects are focused on showing mercy. Such students have well-developed abilities for empathy,

sympathy, sincere generosity, disinterested assistance to others.

As well as according to the method of M. Rokich, students recognize that health is a significant value in life, because only a healthy person can successfully solve professional tasks [18].

Thus, based on the results of two methods aimed at the study of value orientations, it can be concluded that significant values for students are health, love, a financially secure life, a pleasant pastime, self-confidence, courage in defending their opinions. Most students note the importance of such moral components as honesty, self-control, responsibility, help, mercy to other people.

An unfavorable factor is the low indicators of values such as productive life, cognition, the beauty of nature and art, social activity and communication, these data do not contradict other modern studies [19].

Based on the results presented in Fig. 1, it can be concluded that a significant part of the subjects prioritize such terminal values as “love” – 67 % (20 people) and “financially secure life” – 60 % (18 people).

The factors influencing the formation of value orientations of young people need to be updated [20]. These processes can be facilitated by methodological recommendations to students on the development of value orientations [21] and especially one should try to form a certain circle of interests, which will gradually acquire a certain stability, which in turn is the psychological basis of value orientations; consolidate positive trends in social development in consciousness and behavior; form socially stable, morally oriented views and beliefs [22].

The success in the social activity formation among the students is influenced by the presence of such moral qualities as patriotism, diligence, collectivism, sense of duty, consciousness and developed strong-willed qualities. Each of these qualities in some way affects the formation of activity and acts as a motive that encourages the student to be active.

The development of social activity among the students is promoted [23] by the publicity of the results, therefore, discussions should be held at group meetings on topical issues of organizing and performing collective and individual affairs, individual reports of the students to the team are not only a good form of publicity, but also an effective form of control. In the process of forming the social activity of students, we recommend curators to be more sensitive to their pupils, give advice on the best way to complete the task, organize consultations with other teachers and representatives of public organizations; offer students recommendations and guidelines for introspection of the work performed.

The formation and development of communicative abilities of students as a system that has its own structure takes place in the real educational process of the university and in everyday speech activity, in the course of communicative interaction with different people, public organizations and educational institutions during educational and production training.

The use of such recommendations in the educational process of the university contributes to the development

of value orientations of 1st-year students of the Faculty of Psychology, in particular, the development of values with a low index.

7 Conclusion

The value orientations of students are distinguished by the desire for self-knowledge of their personality, the assessment of their capabilities and abilities, the choice of their path in life. The main role in the development and assimilation of certain values, the satisfaction of social needs, is played by the educational process. The process of satisfying the need for higher professional education is a significant desire, the most important value and value orientation for many students at this stage of their lives. Most students consider such values as “love” – 67 % and “financially secure life” – 60 % to be significant. Based on the results of the study, methodological recommendations for the development of value orientations among 1st-year students of the Faculty of Psychology were compiled.

Acknowledgments

The article is written in the framework of the Scientific and Methodological Foundations of Psychology and Management Technology of Innovative Educational Processes in the Changing World scientific project of the comprehensive plan of research, project and organizational activities of the research centre of Russian Academy of Education in the South Ural State Humanitarian Pedagogical University for 2021–2023 (Grant from the Mordovia State Pedagogical Institute named after M.E. Evseyev)

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